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ABSTRACT

Both the adolescent novel "The Giver" (Lois Lowry) and the classic work "Animal Farm" (George Orwell) deal with the idea of a controlling society. "The Giver" gives the reader an understanding of what it is like to live in a society where every move and every decision is basically made for you, but the people living in the society do not know life any differently. The reader may wonder how such a society is formed and how it is decided what the rules should be. In "Animal Farm" the reader can see how such societies are formed. The reader begins to see what goes on when trying to form a-"utopian" society and the problems along the way. It is the dark side of the "perfect" society that is portrayed in "Animal Farm," and the brighter side that is portrayed in "The Giver." This thematic curriculum unit of about 2 weeks duration is intended for a ninth-grade classroom with 50-minute periods. The unit provides many diverse types of activities to implement in the classroom. It is divided into the following parts: I. Thematic Unit; II. Rationale; III. Motivations; IV. Student Activities; V. General Discussion Questions; VI. Vocabulary; and VII. Assessment. (NKA)

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The Giver as a bridge to Animal Farm: Controlling Societies

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Adolescent Literature
April, 18 2002

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I. Thematic Unit

A. *The Giver* as a bridge *to Animal Farm* – Controlling Societies

B. Novels studied

1. *The Giver* by Lois Lowry
2. *Animal Farm* by George Orwell

C. Grade 9

II. Rationale

A. Both of these texts deal with the idea of dystopian societies

B. They both deal with the issue of a controlled society but *The Giver* is predicting the future while *Animal Farm* is recalling the past

III. Motivations

A. Write on the board, "Think of things about yourself that make you different from anyone else. What would the world be like if no on e had these differences?"

B. Post black and white and colored pictures in the front of the room as they enter the classroom.

C. Place a magazine ad on every student's desk before they come in the room and as they enter have them think about what that ad is trying to get them to do and how.

D. Place pictures at the front of the room dealing with the Russian revolution like a map of Russia, pictures of Stalin and Trotsky.

IV. Student Activities

A. Hold a debate on "sameness" in the classroom

B. Have students create a controlled society and discuss if they think it would work

C. Discuss the Russian Revolution and how it relates to *Animal Farm*.

V. General Discussion Questions

A. *The Giver*

1. Discuss the idea of "release". What are some of the reasons given for a person being released from the community?
2. Discuss similarities between our society and the society in the novel.
3. Describe the role of pain and difficulty in our lives.

B. *Animal Farm*

1. What role does the real history of the Soviet Union play in *Animal Farm*?
2. Usually fairy tales have a rather simple moral lesson. What is the moral of this story?

C. Comparing the two

1. How are these two societies alike? How are they different?
2. Do you think that when the society in *The Giver* was created that it was created the same way as the society in *Animal Farm* and that they encountered the same problems? If so, do you think the animals will end up in a society similar to that of *The Giver*?

VI. Vocabulary

A. *The Giver*

1. Release (7) – What are the different types and what does it mean to be released?
2. Assignments (15) – How are they given out and how are they determined?
3. Stirrings (37) – What are they and how are they treated?
4. Elsewhere (78) – Where is Elsewhere?

B. *Animal Farm*

1. Tyranny (8) – What is tyranny and how is it used in the novel?
2. Seven Commandments (21) – What were they and what did they stand for?
3. Communism/ Animalism – How are these two terms related?
4. Class Stratification – What is its role in the novel?

VII. Assessment

A. Participation:	100 pts.	10%
B. Side Activities:	100 pts.	10%
C. Study Questions:	100 pts.	10%
D. The Giver Outline Project:	50 pts.	5%
E. Society Project:	200 pts.	20%
F. Society Presentation:	150 pts.	15%
G. Quizzes:	100 pts.	10%
H. Tests:	200 pts.	20%

Rationale

I decided to use *The Giver* as a bridge to *Animal Farm* because both of these novels deal with the idea of a controlling society. *The Giver* gives the reader and understanding of what it is like to live in a society where your every move and every decision is basically made for you, but these people in the society don't know life any differently. The reader may wonder, How is a society like this formed? How does one decide what the rules should be and so on? In *Animal Farm* we have the opportunity to see how societies like the one in *The Giver* are formed. The reader begins to see what goes on when trying to form a "utopian" society and the problems that are encountered along the way. It is the dark side of the "perfect" society that is portrayed in *Animal Farm*, and the brighter, more "perfect" side that is portrayed in *The Giver*.

This unit is intended for a 9th grade classroom with 50-minute periods. The unit should span two weeks, maybe a few days over when tests and quizzes are included.

Activities

The Giver

Day One - Diversity Debate:

Objectives:
The students will be able to…

~ Identify the positive and negative aspects of "sameness".
~ Develop reasoning behind their views on "sameness" and diversity.
~ Make predictions about how "sameness" will be incorporated into the book they will be reading.
~ Follow the structure of a debate.

Motivational Focus:
Ask the students to think about things that make them unique from everyone else. Ask them what it would be like if everyone was made to be the same and did not have those differences.

Procedure:
1. Familiarize the students with the idea of "sameness" and how it relates to diversity.
2. Break the class up into 2 equal groups.
3. Assign one side of the classroom "pro sameness" and the other side of the class "anti sameness".
4. Give the students some time, maybe 5-10 minutes, to brainstorm a few ideas for their side of the argument and points they would like to make in its defense.
5. Set the classroom up for the debate with the desks facing each other and flip a coin to see who will begin the debate.
6. After the first side has presented one point, the other side can present a point and so on. Examples from the text should be used as much as possible.
7. Afterwards, discuss how "sameness" could be a theme in the book we will be reading.

Closure:
Tell the students that the next two books they will be reading will be dealing with this issue, especially the first one, *The Giver.* Pass The Giver out to the

students and have them read the first six chapters of the book.

Assessment:
Students will be graded on…
~ Participation in the debate

Day Two - Choices:

Objectives:
The students will be able to…

~ Discuss the role of choices in their lives.
~ Discuss the theme of choices in the story.
~ Identify ways in which the society in the novel is being controlled.
~ Analyze students in the classroom.
~ React to the inability to choose their own jobs.

Motivational Focus:
Ask the students what it would be like if we couldn't choose your own job, your spouse, or even the outfit you wanted to wear every day.

Procedure:
1. Have a discussion about the choices that the people in *The Giver* cannot make and what our world would be like if we didn't get to make the decisions we did.
2. Discuss the theme of choice in the book. Why can the people in the community not make their own choices? What do you think will happen with this theme throughout the rest of the book?
3. Tell the students that they will be assigning a career to someone else in the class.
4. Supply each student in the classroom with a piece of paper broken down into…

~ Name:
~ Characteristics:
~ Assignment:
~ Reason:

5. Pair students up. Have each student fill out their papers on their partner. They must fill out their partner's name, characteristics that they have, create their partner's assignment based on those characteristics, and then write a reason for their choice.
3. Ask the students to do a reflection in their journals on what it would be like to be assigned a career and what they think of the career they have been assigned by their partners.

Closure:

Have the students complete exit slips. Each student must write down what they think Jonas' assignment will be and why. They must be handed in as they leave the classroom. Assign the students to read chapters 7-12.

Assessment:

Students will be graded on…

- ~ Participation
- ~ Completion of the journal entry
- ~ Completion of an exit slip

Day Three - Compare and Contrast Societies:

Objectives:
The students will be able to…

- ~ Identify characteristics of the society in *The Giver.*
- ~ Compare and contrast the society in *The Giver* with our own society.
- ~ Categorize the strong points and the weak points of each society.
- ~ Present their points on a discussion web.

Motivational Focus:
Post black and white along with colored pictures throughout the classroom. Tell the class that this is one example of a difference between our society and the society in *The Giver* and that they will be responsible for creating a bulletin board with more of these examples.

Procedure:
1. Have the class brainstorm characteristics of the society in *The Giver.* The examples can be anything that was mentioned in the book.
2. Have the class brainstorm characteristics of our own society and things that make our society what it is.
3. Divide the class into groups of 3 or 4.
4. Tell them that they will be creating a Venn diagram of the society in *The Giver* and our society.
5. Each group will be responsible for creating one Venn diagram.
6. Bring in magazines and other crafts that can be used for the project.
7. Each section of the diagram must have at least 4 items in it. Encourage students to be creative.
8. Use the Venn diagrams as your first bulletin board for the unit.
9. After the diagram is completed, ask the students to think about the positive and negative points of both societies.
10. Provide each student with a discussion web.
11. Have the students fill out these webs listing on one side of the paper why the society in *The Giver* is better, and on the other side of the paper why our society is better. In the middle the students should write a conclusion based on which society they feel is better.

Closure:
Choose one group to present their Venn diagram for the class and explain what went into their categories and why. Choose one student to share their

discussion web with the class and briefly give an explanation. Assign chapters 13-18 to be read.

Assessment:

Students will be graded on…

~ Participation in the group which will be determined by my observations

~ Creativity on the Venn diagram, the use of at least 4 items in each category, and their accuracy

~ Completion of the discussion web

Day Four - What Happened Before the Story Started?

Objectives:
The students will be able to…

~ Relate their knowledge about the society in *The Giver* to societies like that one all around the world.
~ Develop possible reasoning behind the formation of the society in *The Giver.*
~ Cite reasons for their beliefs about the formation of the society.
~ Correctly structure an outline.

Motivational Focus:
Write on the board, "What do you think could happen to make someone want to form a new society?"

Procedure:
1. Have a discussion with the students about the different ways a society can be formed and what goes into making the decisions about how the society will function.
2. Bring in a few packets of information on societies throughout the world that close themselves off from the rest of civilization like the society in *The Giver.*
3. Share with the students some of the reasons why these societies have made the effort to seclude themselves and to form their own societies with their own rules.
4. Tell the students that they will be writing about how they believe the society in *The Giver* was formed.
5. The assignment must be written in outline format so present a quick mini lesson on the structure of an outline including…

~ The structure of an outline
~ The rules for writing an outline
~ Tips students can use to create an effective outline

6. Students will have to explain what incidents lead to this decision in outline form including…

~ Who made the new society
~ How the community reacted to the new rules
~ What happened to make someone want to create this kind of community

Closure:

Assign the students to reading the rest of the novel. Ask a few volunteers to share their predictions about what will happen at the end of the novel.

Assessment:
Students will be graded on…

~ Rubric for the outline
~ Participation

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Day Five – Reviewing and Summarizing:

Objectives:
The students will be able to…
- ~ Identify the major themes of the book.
- ~ Identify the plot sequence of the novel.

Motivational Focus:
As the students come into the classroom have a bar graph on the board with numbers on the y-axis and two categories, I liked the book and I didn't like the book, written on the x-axis. Instruct the students to add a bar to whichever they feel about the book. The students will be able to see how much of the class liked the book.

Procedure:
1. Discuss the results of the bar graph and ask a few students to explain their reasoning behind their views.
2. Tell the students to contribute any themes they encountered though the book and list them on the board.
3. Discuss theses themes and their roles in the book. Some of the themes should include…
   - ~ The elimination of happiness in order to eliminate pain
   - ~ Sameness
   - ~ Choices
   - ~ The value of memories
   - ~ Euthanasia
   - ~ The value of life
   - ~ The creation of a utopia
4. Create an overhead with plot chart on it.
5. Display the plot chart and have students fill out…
   - ~ The problem in the story
   - ~ The events dealing with the problem
   - ~ The solution to the problem
6. Have students come up to the overhead and write their responses themselves.
7. Generate a discussion on how the themes of the story relate to the story's plot.

Closure:

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Have the students complete exit slips. The students should list at least one thing that they have learned about utopian societies through reading this book. Students should hand in the exit slips as they leave the room.

Assessment:

Students will be graded on…

~ Participation

~ Completion of the exit slip

Animal Farm

Day Six - Russian Revolution:

Objectives:
The students will be able to…

~ Examine parts of the Russian Revolution.
~ Evaluate the purpose of Orwell's novel.
~ Relate Orwell's novel to the Russian Revolution.
~ Recognize historical figures portrayed through the characters in the novel.
~ Recognize historical events through the events in the novel.

Motivational Focus:
Post pictures on the board of figures and ideas from the Russian Revolution such as a map of Russia and pictures of Stalin and Trotsky.

Procedure:
1. This activity should be started before the novel is read and be continued throughout the novel.
2. Ask the students if they know anything about Communism, Stalin, or the Russian Revolution.
3. Provide students with a brief history of the Russian Revolution and the idea of Communism.
4. Provide the students with a brief review of the novel. The review should explain Orwell's reasoning behind writing the novel and what the novel symbolizes.
5. As the students read *Animal Farm*, have them react to how Orwell portrays the Russian Revolution through these animals in their journals.

~ Students keep track of which historical figure represents each animal in the book
~ How actions from characters in the novel represent actions in Russian history
~ How communism relates to animalism
~ How the way the animals run animal farm is different from how we run our government and how it is similar to how Russia was trying to run it

Closure:

Ask a few students to share with the class what they learned about the Russian Revolution and have a few students make predictions about what role the Russian Revolution will play in this novel. Assign the students to read the first three chapters of *Animal Farm.*

Assessment:

Students will be graded on…

~ Completion of the journal entries

~ Participation

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Day Seven - Allegory, Satire, and Fables:

Objectives:
The students will be able to…

~ Define allegory and satire.
~ Define a fable.
~ Identify the use of allegory and satire in relation to *Animal Farm.*
~ Identify the characteristics of a fable that are present throughout *Animal Farm.*
~ Relate the picture book *Click, Clack, Moo Cows That Type* to *Animal Farm.*

Motivational Focus:
Ask the students to think of fairy tales or fables that they can remember reading from their childhood and ask them to think of the morals that they presented.

Procedure:
1. Read to the students on of Aesop's Fables. These fables are short stories that involve animal characters and by the end of the story, present a moral lesson to be learned.
2. After reading the fable, have the students identify the moral of the story and explain that all fables have a moral lesson to be learned.
3. Have the students discuss whether they believe, after beginning to read *Animal Farm*, whether they believe that this novel has the characteristics of a fable and why.
4. Have the students look up the definitions for allegory and satire.
   ~ Allegory: A story illustrating an idea or a moral principle in which objects take on symbolic meanings.
   ~ Satire: A piece of literature designed to ridicule the subject of the work.
5. Ask someone to remind the class what was learned about they learned about the Russian Revolution in class yesterday.
6. Discuss the term allegory and ask someone to explain how this term relates to the novel.
7. Have someone explain the term satire and how he or she believes this term relates to the novel.
8. Read to the students *Click, Clack, Moo Cows That Type* by Doreen Cronin. This story is a fun picture book about cows that get a hold of the farmer's old

typewriter and start demanding electric blankets. The cows will not provide milk until their needs are met.
9. Have the students discuss how this book designed for elementary school students can have farm animals like those in Animal Farm who are tired of being mistreated. Have the students identify similar themes in the two books.

Closure:
Have students complete exit slips. They must write down a prediction of what they think the moral of *Animal Farm* will be. The slips will be handed in on their way out of the class. Assign the students to read chapters 4-6 of the novel.

Assessment:
Students will be graded on…

~ Participation in the classroom discussion
~ Completion of the exit slip

Day Eight - Propaganda:

Objectives:
The students will be able to…

~ Identify the uses of propaganda in the media.
~ Compare the use of propaganda in the media to its use in politics.
~ Identify the reasons for the use of propaganda in political speeches and campaigns.
~ Relate the use of propaganda to the technique used in politics in *Animal Farm.*
~ Identify characters in Animal Farm that use propaganda in their speeches and it's effect on the rest of the animals on the farm.

Motivational Focus:
Place a different ad from a magazine or newspaper on each student's desk. Ask them the goal of these ads and what they are trying to tell the consumer about their product.

Procedure:
1. Have a few students discuss their ads and what they think about them and what they are trying to get consumers to do.
2. Lead the class into a discussion on different types of ads, the different ways they try to appeal to consumers, and the way they manipulate their audience.
3. Discuss the effects that these techniques have on their audience.
4. Share with the class a political speech that makes use of propaganda techniques.
5. Compare how the media uses propaganda to how the government uses propaganda.
6. Have the students relate these uses to how politics is portrayed in *Animal Farm.*
7. Have the students find exerts from the novel that demonstrate the use of propaganda from one of the characters.
8. Discuss how these characters use propaganda and why they use it.
9. Discuss what effect this use of propaganda has on the rest of the animals on the farm.

Closure:
Show the students a political cartoon created from *Animal Farm.* Tell each student to come in tomorrow with a political cartoon that satirizes *Animal Farm* in some way. Assign the students to read chapters 7-10.

Assessment:

Students will be graded on…

~ Participation in the class discussion

~ Completion of the political cartoon

Day 9 – Reviewing and Summarizing:

Objectives:
The students will be able to…

~ Identify the major themes of *Animal Farm.*
~ Lay out the plot of the novel.
~ Discuss point of view and how it is used in the novel.

Motivational Focus:
On the board before the students enter the room, write "I did like…" on one board and "I didn't like…" on another board. When the students enter the room, have each student write one think that they either liked or didn't like about the novel.

Procedure:
1. Play Inside-Outside Circles. The rules are…
   ~ Split the classroom into two groups
   ~ One group forms the outer circle and the other group forms the inner circle
   ~ Both circles stand and face each other
   ~ Music is played and the outside and inside circles walk in different directions and when the music stops the students stop and pair up with the student in the other circle they have lined up with
   ~ The member of the outer circle must think of a question to ask the member of the inner circle and the inner circle member must answer the question asked relating the novel
   ~ After a few rounds, switch the circles so the members of the inner circle become the outer circle and the members of the outer circle become the inner circle and switch roles
   ~ The students should be asking questions dealing with the novel, and specifically questions dealing with theme, plot, and point of view
2. After a few rounds of the game are played, the students will go back to their seats.
3. Have the students share a few of the things they had to say about their questions or things that they learned from on of their partner's responses.
4. Create a list of themes on the board from the students.
   ~ Totalitarianism and its effects
   ~ Creation of a utopia
   ~ Tendency towards class stratification
   ~ Corruption in the Russian Revolution

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~ The use and abuse of control
~ Naïve working class
~ The use of propaganda

5. Discuss the plot of the story and how the ending was left.
6. Have the students take out the journals they have been keeping on how *Animal Farm* relates to the Russian Revolution.
7. Go around the room and have everyone share one thing that they wrote down in their journals.

Closure:

Ask the students to tell one thing that they learned from class today as they leave the room. Tell them to go home and think about what it takes to create a utopian society.

Assessment:

The students will be graded on…

~ Participation in the Inside-Outside Circles activity, which will be judged by my personal observations of the students
~ Participation in discussions

Connecting The Giver to Animal Farm

Day Ten - Create a Society:

Objectives:
The students will be able to…

~ Create their own society.

~ Determine what goes into a society and how to make everything work together.

Motivational Focus:
Place on each student's desk a piece of paper written out like a deed. The paper should include that the land is about the size of Texas, it has plenty of farming land and water, there are loads of resources and forestland, and it includes a population of 1 million people. Tell the students that they have inherited this land and everything that goes along with it and they must decide what to do with it.

Procedure:
1. Tell the students that they will have to use all their knowledge from this unit to complete this final project.
2. Have a reviewing discussion about what goes into a society and write all of these attributes on the board.
3. Break the students into groups of 4 or 5 and tell the class that they will be having a contest to see who makes the best use of the community, and that whoever does will be the ones to control this new territory.
4. First have the students create a map of their territory. They should label water sources, towns, mountains, forests, etc.
5. Have the students decide what type of government they will establish, what the laws of the society will be, how resources will be used, what jobs will be available, how education will occur, etc.
6. The organization of the society should be written in outline format for each group.
7. After each group has finished, each group will present their society to the class explaining how their society will function and why they believe the way theirs is organized is the best.

8. Each student in the class will be given a score sheet and will have to anonymously rate everyone's society and at the end the results will be tabulated and a prize will go to the group with the "best society".

Closure:
Before letting the class go, do a whip around pass. Everyone must share one reason why they are glad they live in the kind of society they do. Go up and down the rows until everyone has shared.

Assessment:
Students will be graded on…

~ Participation in the group work. Each student must fill out a sheet assessing each member of his or her group and their contributions
~ Completion of the map including points for creativity
~ Completion of the outline
~ Completion of project
~ Presentation of the society

Filler Activities:

The Giver:

Euthanasia:
~ Discuss this topic with the students and how it relates to the idea of release in the novel.

Memory:
~ One of the reasons Lois Lowry wrote this novel was because of her fascination with memory. Perform some research on how memories are formed and how they are stored.

Age Milestones:
~ Compare and contrast the age milestones used in our society to the milestones used in the society in the novel.

Color:
~ Describe the role of color in our society and why it was decided it needed to be eliminated in the society in the novel. Research how we are able to see color.

Cults:
~ Compare and contrast societies and cults.

Animal Farm:

Leadership:
~ Create a list of the qualities of a good leader and discuss which qualities Napoleon possesses and which ones our president possesses.

Names:
~ Discuss the names of the characters in the novel and what they symbolize.

Major's Speech:
~ Read Major's speech aloud to the class. Do this at least twice. The first time read it with really no enthusiasm and the second time read it with feeling and force. Discuss how they both had very different effects.

"Beasts of England":
~ Examine "Beasts of England" as poetry. What imagery is used and what is the message? What emotions does it appeal to for the animals?

Animal Farm movie:
~ Watch the movie version of *Animal Farm* and compare and contrast it with the book.

Questions

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Study Questions

The Giver:

Chapter 1:

1. Name a few of the rules you learned about the community in this first chapter:
2. What is unique to how the society reacts to the jet?
3. Why do you think Jonas is "apprehensive" about this December? And what does that mean?

Chapter 2:

1. What did you learn about newborns at the beginning of the chapter? How do families get a child?
2. What are some things you learned about the ceremonies (mostly the Ceremony of Nine and Twelve)?
3. What does Jonas say about the comfort object that Lily has and that Jonas used to have?

Chapter 3:

1. What is a birthmother?
2. * What do you think Jonas might have seen happen to the apple?
3. Do you think individuality is important in the community? Why or why not?

Chapter 4:

1. Where does Jonas finally decide to spend his day? What does he do there?
2. Who is Roberto?
3. * How do you think the community finds out about people in the community breaking rules?
4. * What do you think happens to old people when they are released?

Chapter 5:

1. What are stirrings?
2. How are stirrings treated?

Chapter 6:

1. What is the difference between a loss and a release?
2. Why do you think the community seems to run so smoothly?
3. List a few more things you learned about the community in this chapter:

Chapter7:

1. Describe how the ceremony of the twelves is set up.
2. What happens when it is Jonas' turn to receive his assignment?
2. * Why do you think they skipped Jonas?

Chapter 8:

1. What is Jonas' assignment?
2. What qualities does Jonas need to have for his new assignment?

Chapter 9:

1. How do Jonas' friends and family react to his assignment?
2. What are Jonas' rules like for his assignment? Why do some of them make him feel uncomfortable?

Chapter 10:

1. * Jonas says that he doesn't understand "the whole world" or "generations past". What would your life be like if you didn't understand these things either?
2. What is Jonas' first memory going to be?
3. Describe what you know so far about Jonas' assignment and what he will be doing.

Chapter 11:

1. Why doesn't Jonas know about things like snow, sledding, and sunshine?
2. Why will this assignment as the Receiver cause Jonas great pain?
3. How are honor and power different in the context of this story? What tensions does this conflict create?

Chapter 12:

1. What did Jonas learn that he could do with the memories the Giver has given to him?
2. The Giver says, "We gained control of many things. But we had to let go of others." What things did they gain, and in return let go of?
3. What is "sameness"?

Chapter 13:

1. Jonas decides that he wants the ability to choose. How does the Giver help him realize that making your own choices would be bad?
2. What is Jonas trying to do to Asher and Lily in this chapter?
3. Where do parents go when their children leave the house and they are no longer needed to create family units?
4. * "Life is so orderly, so predictable — so painless." Comment on this quotation.
5. What happened to the last receiver that was being trained?

Chapter 14:

1. How is the Giver used to provide wisdom for the Committee of Elders?
2. What did Jonas give to Gabriel? Why do you think he was able to do this for Gabriel and no one else?

Chapter 15:

1. What memory did the Giver transmit to Jonas?

Chapter 16:

1. On Page 122 to 123 a special memory is given to Jonas. What event is being described? What does Jonas learn from this?
2. How do families in Jonas' society differ from our families?
3. What did Jonas ask his parents at dinner that night? How did they respond? How did Jonas hope they would respond?
4. *Why do you think Jonas threw away his pills?

Chapter 17:

1. What were Jonas' friends playing that made Jonas so uneasy? And why did Jonas have the reaction he did?
2. Why does Jonas seem to be getting so annoyed with everyone in the community? For example; the children playing the game, and his father talking about the release of the twin.

Chapter 18:

1. Who is Rosemary and what happened to her?
2. * At the end of the chapter the Giver talks about what he would do if something happened to Jonas and the community received all of the memories. What do you think would happen to the community if that happened?

Chapter 19:

1. Describe what Jonas saw when he watched the newchild being released.
2. What is release and how does this answer differ from your prediction in the chapter 4 questions?

Chapter 20:

1. Why don't the people in the community react the same way about release as Jonas? Fiona and Jonas' own father perform releases, why don't they have problems with release as Jonas does?
2. * "The worst part of holding the memories is not the pain. It's the loneliness of it. Memories need to be shared". Do you agree with this statement? Why or why not?
3. What did Jonas bring to the Giver's attention that now the Giver thinks there might be a way? A way to change the community?
4. What have Jonas and the Giver decided to do? Describe the plan?
5. What else did you learn about Rosemary?

Chapter 21:

1. Why does Jonas decide to take Gabriel with him?
2. What does Jonas not have the chance to do before he leaves?
2. Describe what Jonas does to keep he and Gabriel safe from being found.

Chapter 22:

1. Describe the changes Jonas and Gabriel encounter as they ride farther and farther from the community.
2. How does Jonas come to realize that he made the right choice by leaving the community even though now he is suffering from starvation?

Chapter 23:

1. What does Jonas finally see when he and Gabriel reach the end of the hill? How did he know that something would be there?
2. * What do you think happens to Jonas and Gabriel at the end of this chapter?

Animal Farm:

Chapter 1:

1. What is significant about how the animals arrange themselves as they gather to hear Major? What might this arrangement say about future meetings or events?
2. According to Major, what is the cause of all the animals' problems?
3. What motto does Major give the animals?
4. What are the commandments Major gives the animals?

Chapter 2:

1. After Major's death, what happens to the idea of rebelling against man?
2. What causes the animals to finally rebel against Mr. Jones and his four farmhands?
3. When the humans have been chased from the farm, what do the animals do?
4. * How do you think the behavior of the pigs foreshadows their eventual leadership position?

Chapter 3:

1. What further examples of the difference between the pigs and the other animals occur in these two chapters?
2. What is Boxer's personal motto?
3. Describe the ceremony held every Sunday on the farm.
4. The Seven Commandments were condensed into one essential principle because many of the animals cannot read. What is this one essential principle?
5. How is Squealer able to convince the other animals to accept whatever Napoleon decides?

Chapter 4:

1. What is beginning to happen to surrounding farms?
2. What general does Snowball study in order to prepare for an attack?
3. Describe the battle of Cowshed.
4. What do the animals do with the gun left behind by Mr. Jones?

Chapter 5:

1. Why does Mollie run away from the farm?
2. What changes have been made in the weekly meetings over the last year?
3. Explain the windmill controversy from Snowball's point of view, then from Napoleon's.
4. What changes does Napoleon make after his dogs chase Snowball off the farm?
5. * Why don't you think the other animals decide to protest Napoleon's decisions?

Chapters 6:

1. How much work are the animals now doing?
2. How much food are the animals now receiving and what must they do to get that food?
3. What were some of the problems encountered with the construction of the windmill?
4. Why does Napoleon decide to engage in trade with neighboring farms?
5. What happened to the commandment stating, "No animal shall sleep in a bed"? What is the reason given for making the change?
6. How does the windmill get destroyed? Why does Napoleon blame Snowball?

Chapter 7:

1. How does Napoleon react when the hens rebel against his orders?
2. Who receives the blame for everything that goes wrong on the farm?
3. What does Napoleon have to say about Snowball's part in the Battle of Cowshed?
4. Describe what Napoleon does to the alleged traitors on the farm.
5. How do the animals rationalize Napoleon's accusations and actions?
6. Why does Napoleon order the animals to stop singing "Beasts of England?"

Chapters 8:

1. How do the animals rationalize the changes in the commandments they are beginning to see?
2. What purpose is served by the production figures Squealer reads to the animals?

3. How does Napoleon manipulate the animals on the farm during the negotiations to sell the timber to either Mr. Frederick or Mr. Pilkington?
4. Compare/contrast the poem "Comrade Napoleon" to "Beasts of England."
5. What makes the battle against Frederick's men different from the Battle of the Cowshed?
4. Describe the whiskey incident. Why would Orwell make the scene somewhat humorous?
5. Why are the animals so easily fooled, even when they find Squealer with the ladder and white paint beside the barn at night?

Chapter 9:

1. What are the living conditions like for all the animals except the pigs and dogs?
2. What happens to Boxer? How do the animals accept it?

Chapter 10:

1. What changes have the years brought to the farm?
2. How do the animals now feel about their social order, their farm?
3. What drastic actions do the pigs use to shatter the animals' complacency?
4. All seven commandments are erased. What is the new commandment and how has it been true from the beginning?

* Creative questions (there are no correct answers)

Discussion Questions:

The Giver:

1. Before reading the book, define the words "freedom" and "choice" as they relate to society in the United States. Do you think they are important? Why or why not? What would life be like without them?

2. Now that you have finished the book, how have your definitions of "freedom" and "choice" changed? How important are these concepts to our society today?

3. What do you think would be the advantages of a society where everyone wore the same clothes, got the same new toys at each birthday, had the same home life experience? What are the disadvantages?

4. How does Jonas' community use shame and humiliation to enforce its rigid standards of conformity? Would this work for our society?

5. What is the value of having contact with older and younger generations? How do you think the separation of generations in the book contributed to the functioning of their society? In what ways could we encourage more mixing of generations in our society?

6. If you suddenly found yourself trapped in Jonas' world, what are the three things that you would miss the most about how you live today? Why?

7. What is release in this society? Why is it such an accepted part of the society?

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Animal Farm:

1. What role does the real history of the Soviet Union play in this novel?

2. Can animal fables ever really portray the relationships between nations or classes? Why do you think Orwell chose this way of telling his story?

3. How can *Animal Farm* be seen as a fable even though it does not have a moral stated at the end? Do you think that the story does have a moral? If so, what is it?

4. Why do you think Orwell made the reader sympathize with all the animals except the pigs, the most intelligent animals and the closest to humans of any of the animals?

5. Would things have turned out differently if Snowball had won the power struggle with Napoleon? Are there any clues in the novel that help us decide?

6. What point is made by the last sentence of the novel?

The Giver and Animal Farm:

1. How are these two societies alike? How are they different?

2. Do you think that when the society in *The Giver* was created that it was created in the same way as the society in *Animal Farm*? Do you think they encountered the same type of problems? If so, do you think that the animals will end up in a society similar to that of *The Giver*?

3. Do you think that chaos like that in *Animal Farm* erupted in the society in *The Giver* after Jonas left and the community was left with all the memories?

4. If these two societies were to be able to communicate with each other, what pointers do you think they would have for each other? How do you think they would be able to help each other?

5. How are the members of both of these societies trying to be controlled and why?

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Vocabulary

The Giver:

1. Apology (4) – What is the significance of making apologies in the community?

2. Feelings (4) – How does the community handle feelings?

3. Nurturer (7) - What is the job of the Nurturer?

4. Release (7) – What are the different types and what does it mean when someone is released from the community?

5. Rules (8) – What are some of the rules of the community?

6. Naming (11) – How is naming a newchild done?

7. Assignments (15) – How are they given out and how are they determined?

8. Committee of Elders (15) – Who are they?

9. Comfort Objects (18) – What are they?

10. Birth Mothers (22) – What is their job?

11. Hall of Records (28) – What is this used for?

12. Dream telling (34)– What is it and why do they have to do it?

13. House of the Old (35) – What is the House of the Old?

14. Stirrings (37) – What are they?

15. Ceremony of Loss (44) – What is this ceremony used for?

16. Replacement Child (44) – When is a replacement child given?

17. Matching of Spouses (48) – How are spouses matched?

18. Receiving Memories (60) – How does this happen? What are the memories?

19. Elsewhere (78) – What is Elsewhere?

20. Utopia – What is a utopia?

Animal Farm:

1. Manor Farm (3) – What is this?

2. Comrades (5) – What does comrades mean?

3. Tyranny (8) – What is tyranny?

4. Seven Commandments (21) – What are they?

5. Animal Committees (27) – What are they and what did they do?

6. Battle of Cowshed (38) – What did this battle entail?

7. Windmill (41) – What is a windmill and what does it symbolize in the novel?

8. Equality – What does this mean at the beginning of the book and how is it's view changed by the end?

9. Animalism/Communism – How are these terms similar?

10. Russian Revolution – What is this and how does it relate to the novel?

11. Class stratification – What is its role in the book?

12. Naive – Who is naive in this story?

13. Totalitarian – What is involved with this type of government?

14. Fable – What does a fable entail?

15. Satire – Define satire.

16. Allegory – Define allegory.

17. Propaganda – How is propaganda used in our society and in the novel?

18. Oppression – Who is oppressed in the story?

Assessment

The Giver

Quiz #1 Chapters 1-6

Briefly answer each question:

1. What is the significance of December?

2. What is the role of apologies in the society? How are they used?

3. Who is Gabriel? And why must he be kept a secret?

4. What is dream telling?

5. Describe what an assignment is.

The Giver
Test

Matching:
Match the second column with the first.

1. Jonas ___	A. A young girl Jonas is friends with
2. The Giver ___	B. Jonas' sister
3. Asher ___	C. The person who trains Jonas
4. Lily ___	D. The last Receiver who failed
5. Fiona ___	E. A newchild
6. Gabriel ___	F. Jonas' best friend
7. Rosemary ___	G. The new Receiver of Memory

1. Stirrings ___	A. A term that no one in the society can fathom
2. Assignments ___	B. A "perfect society"
3. Dream telling ___	C. Takes care of the newchilden
4. Nurturer ___	D. Given out to each member of the society
5. Elsewhere ___	E. Daily ritual
6. Utopia ___	F. Cured my taking a pill
7. Release ___	G. Killing

Quote Identification:
Identify the character who stated each quotation.

1. "Attention. A reminder that stirrings must be reported in order for treatment to take place."

2. "But now that I can see colors, at least sometimes, I was just thinking: what if we could hold up things that were bright red, or bright yellow, and he could choose. Instead of the sameness."

3. "You suggested…that perhaps she wasn't brave enough? I don't know about bravery: what it is, what it means. I do know that I sat here numb with horror. Wretched with helplessness."

4. "I weigh them, hand the larger over to a Nurturer who's standing by, waiting, and then I get the smaller one all cleaned up and comfy. Then I perform a small Ceremony of Release and…then I wave bye-bye."

5. "Whatever. You can't say what we play, even if you *are* going to be the new Receiver."

Short Answer:

1. Why does the Community have Release? What are the positive results for the Community of Release? Are there any negative results for the Community of Release? Remember to discuss examples from the book.

2. Being the new Receiver of Memory required Jonas to have the following qualities: intelligence, integrity, courage, and wisdom. How does Jonas display these qualities by the end of the novel?

3. According to this book, what are the reasons we should value our own memories, and learn as much about the past as possible? Remember; discuss the novel when you answer.

4. These things are usually considered to be negative: pain, hate, jealousy. Describe, using examples from this book, how those things can be considered positive.

Animal Farm

Quiz #1 Chapters 1-3

Briefly answer each question:

1. What is the original name of the farm the animals live on? What do the animals change the name to?

2. Name one of the reasons Major has decided that the animals need to revolt against the humans.

3. How do the animals get rid of Mr. Jones?

4. Name 2 of the 7 Commandments.

5. What is the song that the animals sing?

Animal Farm

Test

Matching:
Match the second column with the first.

1. Farmer Jones ___
2. Snowball ___
3. Napoleon ___
4. Old Major ___
5. Boxer ___
6. Mollie ___
7. Squealer ___
8. Benjamin ___
9. Minimus ___
10. Moses ___

A. The real leader of the Animal Farm revolt
B. Wrote a poem to honor Napoleon
C. First leader of the rebellion
D. Killed by Mollie
E. Donkey who saw the pigs as tyrants
F. Conceived the idea of an electric windmill
G. A carriage horse who didn't think the farm was so bad
H. Does most of the work on Animal Farm
I. His drunkenness led to the rebellion
J. Whatever Napoleon said, he conveyed it to others
K. Jones' pet raven

1. Propaganda ___
2. Fable ___
3. Satire ___
4. Allegory ___
5. Tyranny ___
6. Oppression ___
7. Comrades ___

A. A story illustrating an idea or a moral principle in which objects take on symbolic meanings
B. A piece of literature designed to mock the subject of the work.
C. Kept down by unfair use of force or authority
D. Material spread by the supporters or opponents of a cause
E. A government in which a single ruler is given absolute power
F. Short narrative making a cautionary point and often uses animal characters that speak and act like humans
G. A fellow member of a group

Quote Identification:
Identify the character who stated each quotation.

1. "I will work harder."

2. " Never listen when they tell you that Man and the animals have a common interest that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades."

3. "Comrades, do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!"

4. "The plot was for Snowball, at the critical moment, to give the signal for flight and leave the field to the enemy. And he very nearly succeeded-I will even say, comrades, he would have succeeded if it had not been for our heroic Leader, Comrade Napoleon."

Short Answer:

1. What do Farmer Jones and Manor Farm represent in real history?

2. Describe 5 ways that life for the average animal was worse after the revolution.

3. Usually fairy tales have a moral at the end. What is the moral of this story?

How they will be graded:

Participation:
To grade participation I will use game chips. Every time a student participates in class discussions and debates, they will receive a chip. On the way out of the classroom I will collect the chips and award students with chips participation points.

Side Activities:

Venn Diagram – must have 4 items in each category
Discussion Web
Political Cartoon
Journal Entries
Exit Slips

These side activities will be graded on completion. As long as the student completes the activity and meets the given requirements, they will be given points.

Study Questions:
The study questions will be checked every day before class and points will be awarded if questions are answered.

***The Giver* Outline Project:**
The rubric included will be used to grade this project.

Society Project:
The rubric included will be used to grade this project.

Society Presentation:
The rubric included will be used to grade this project.

Quizzes:
There will be three quizzes for *The Giver*

1. After chapters 1-6 (included)
2. After chapters 7-12
3. After chapters 13-18

There will be two quizzes for *Animal Farm*

1. After chapters 1-3 (included)
2. After chapters 4-6

Tests:

There will be two tests given in this unit.

1. *The Giver* – This test will be taken after the novel is read.
2. *Animal Farm* – This test will be taken after the novel is read and will only contain information on *Animal Farm*.

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How the points will be broken down:

Participation:	100 pts.	10%
Side Activities: Venn Diagram (10 pts.) Discussion Web (10 pts.) Political Cartoon (10 pts.) Journal Entries (10 pts.) Exit Slips (10 pts.)	50 pts.	5%
Study Questions:	100 pts.	10%
***The Giver* Outline Project:**	50 pts.	5%
Society Project:	200 pts.	20%
Society Presentation:	200 pts.	20%
Quizzes:	100 pts.	10%
Tests:	200 pts.	20%
Total:	1,000 pts.	100%

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